

University of North Alabama
Department of Social Work
Program Review

Name and Signature of Chair:

Dr. Joy Borah

Date of Report:

July 28, 2008

2. **Five-Year Departmental Enrollment and Faculty Data**

Statistical Overview

Data listed below is the annual average of the data supplied by Institutional Research for the Academic Years 2002-2003 through 2006-2007.

expected to rise higher than average, which will have a positive impact on enrollment in social work programs. Within the Department, there is a cyclical pattern to the number of graduates, with current numbers showing an upward trend. The Department is responding to the enrollment issues through a plan for active recruitment.

During the program review period, an average of 37 BSW degrees were awarded with the average ratio of degrees conferred being 5.20. Because of the explicit CSWE requirement for professional mentoring of potential social workers, the faculty's responsibilities in professional student advisement in addition to academic advisement is significant; therefore the numbers/ratio of students to faculty advisors is a strength. Average class size is 16.4, which is in keeping with professional social work programs of comparable size.

Number of faculty in the Department has been cons

services, gerontology, research, and community organization. One faculty member has experience in policy and community development, and three have considerable experience in supervision and management; all have had experience in grant writing and program development. All faculty have had extensive experience in baccalaureate social work education. The Department Chair has been at this institution since 1971 and was the founder of the Social Work Program. The Director of Field Instruction has been affiliated with the University BSW Program for eighteen years, providing stability to the program.

Faculty in the Department of Social Work are active in the social work profession in various ways, bringing social work practice and professional input to the program. Department faculty are involved in

significant interest, retention and recruitment of so3nseajors,

- *Between Two Worlds: Intersecting Identities, Negotiating Space* at the 51st Annual Program Meeting of the Council of Social Work Education, the national accrediting body for Social Work Education, held at New York City on Feb 26-Mar 01, 2005.
- *Gender, Ethnicity and Violence: Barriers in Service Utilization and the Need for Culturally Responsive Services for Immigrant women in the United States* at the 33rd Annual Alabama-Mississippi Social Work Education Conference, sponsored by Alabama A & M University on October 6-8, 2004, in Madison, AL.
- *United Way Community Needs Assessment Study* Presentation, Florence Convention Center, Florence, AL., May 30, 2004.
- *Immigrant Women and Domestic Violence*

In 2002, the Program was selected as one of ten pilot sites in the nation for the Intergenerational Advocacy Project. This project was sponsored by the Council on Social Work Education, the National Committee to Preserve Social Security and Medicare, and the National Association of Area Agencies on Aging. One foundation core course partnered with the local Department of Aging Services, a unit of the Northwest Alabama Council of Local Government, to coordinate and sponsor political advocacy activities with national, state, and local politicians. The purpose was to discuss and present critical policy issues related to the promotion of a more positive and active aging environment in Northwest

The University and the Social Work Program collaborate with the Federal Work Study Community Service Learning Program to assign student workers to agencies including the Colbert-Lauderdale Attention Homes and the Boys and Girls Club.

These partnerships of service provide the students and faculty an opportunity to engage in collaborations with outside resources. Community service learning opportunities, co-sponsorships of programs, and professional development opportunities emphasize the promotion of social and economic justice for individuals, families, groups and communities at risk.

The Social Work Organization (SWO) has been an active campus organization for over twenty-five years and has annual fundraisers for special projects. The President of the Social Work Organization serves as an ex-officio member of the Board of Directors of the Shoals Family Success Center, an organization that partners with other social service agencies in the area to connect families with needed resources.

The organization co-sponsors *Social Work Day* in the spring semester to raise monies to further students' professional development and to accomplish special projects for social services agencies. Previous *Social Work Day* topics have included: Diversity Issues in Social Work, Rehabilitation Programs for Disabled Children and Mental Health Issues for Social Work and Criminal Justice. Through *Social Work Day* and other activities, students are encouraged to become actively involved

Enhance professional development by continuing to participate in opportunities such as the 3-year Curriculum Development Institute training program sponsored by the Gero-Ed Center of the CSWE which was completed in 2007.

Continue to serve on several committees at the University level, including Multicultural Advisory Committee, Presidential Mentor Academy Advisory Committee, OPEN Advisory Committee, College of Arts & Sciences Faculty Research and Development Grant committee, Promotion Committees (Fall 2007), Faculty Search Committees, and Chair, Program Committee, Phi Beta Delta International Honor Society (Spring 2007).

Continue to serve as Faculty Advisor to the Social Work Organization.

Continue to serve as a Board Member and Trustee in numerous social services organizations including Shoals Family Success Center, Florence, Safeplace Inc, North West Alabama Community Health

Meet and exceed requirements for maintaining social work licensure in the state of Alabama at the Licensed Certified Social Worker (LCSW) and Private Independent Practitioner (PIP) levels.

Take leadership in completing needed comprehensive revision to the Social Work Program Student Handbook.

Actively contribute to the Department's work toward completing the CSWE self study process for the upcoming site visit (2011) for reaffirmation of national accreditation.

Expand use of technology in the classroom by developing updated PowerPoint presentations for all classes taught, increase utilization of email as a means of communicating with students, and implementing web-based components into each course via WebCT/BlackBoard.

Continue active service on the Quality Service Review/Quality Assurance Team for the Lauderdale County Department of Human Resources which involves attending monthly meetings to staff cases with social workers and community team members, conducting in-depth interviews with clients then completion of required protocol documents and verbal presentations to the Team, participation in federal audit activities to ensure compliance with Federal Court mandates, attendance at periodic trainings for up-dated protocol instruments, and conducting special research studies on child welfare cases.

Continue active service on the Quality Assurance Team for Alabama MENTOR. Attend periodic meetings to discuss child welfare and related agency issues, staff cases, provide input to enhance agency functioning, and conduct client and stakeholder interviews to ensure that the agency maintains compliance with mandated service delivery standards.

Attend at least two national, regional, state, or local professional conferences each semester and then incorporate new social work practice information into classes. Make at least one formal presentation at a recognized conference per academic year.

Enhance and improve the distance learning (internet) section of SW 230 Introduction to Social Work and expand its effectiveness as a recruitment strategy for the Department.

Continue to teach one section of SW 230 Introduction to Social Work as a Learning Community course, paired with EN 111 First Year Composition I.

Develop new course requirements and refine existing activities/assignments for all courses taught, with specific emphasis toward increasing service learning opportunities outside the classroom and student engagement in the classroom.

Implement use of updated textbooks and create additional student activities, assignments, and study materials to accompany each new text. At the end of each semester, review new

Jackie Winston MSW, LGSW

Pursue grant and research opportunities to maintain and enrich the North Alabama Group Home Project.

Continue to stay actively involved as a participant in National and Regional Conferences and professional associations.

Continue training and affiliation with the Council on Social Work Education as an Accreditation Site Team member.

Continue to pursue training to advance professional knowledge and skills to aid in professional program development.

Dr. Todd Stanfield, who served as a part-time faculty member in the Department during the program review period, left the University in July 2007.

5. Assess the Department as it Relates to Facilities and Resources

Library

The administration of the institution and the program provides the library holdings and other educational resources necessary for attaining the program's goals. Because the University of North Alabama has been preparing students for careers in social work si

grading machines, paper shredders, DVD/VCR equipment, video cameras, overhead projectors and multimedia resources.

In addition to the availability of Tegrity, portable video equipment which can be used in the classroom and other settings is available to enhance learning exercises. The classroom assigned to the Department is a Smart Classroom and faculty regularly incorporate technology in their teaching to enhance student engagement.

As the University has been steadily upgrading the electronic data and word processing hardware and software available for use, the Social Work Department's computer needs are satisfactorily met. Maintenance and upgrade of this equipment is also saent. 0E(isfac-.0004 Twfvideo e eqcopier sartm)7.6(e)-2n s

Support Personnel

The Department has one full-time professional secretary and two student workers who each work 10 to 12 hours a week under the supervision of the professional secretary. The professional secretary is very knowledgeable about the importance of the Department's relationship with the social work community and field program. One of the student workers is primarily assigned to assist the Director of Field Instruction. The Department Chair utilizes the same available professional support services as the other faculty based on individual faculty needs.

In addition to the competent professional secretarial services available to the faculty, the University has staff in the Research and Grants Office that are available to assist faculty with research and scholarship needs.

6. List Notable Achievements by the Department

Departmental Achievements

The Department has several achievements to its credit, including the following:

- Group Home grant program was fully accredited three times without conditions
- Long-term, ongoing participation in numerous agency Quality Assurance Committees
- Active, contributing member of the Higher Education Child Welfare Consortium
- Selected as the site for the quarterly Board Meeting of the Alabama State Board of Social Work Examiners
- Longstanding sponsor of annual community conferences such as *Social Work Day*
- Available to area social services agencies to conduct assessments, etc
- Intergenerational Advocacy Project for consecutive years
- National Children's Advocacy Center – annually have three students awarded scholarships to attend Child Abuse Conference and volunteer for numerous tasks
- Students receive scholarships to participate and present in state, regional, and national conferences annually
- Lifetime Achievement Award awarded by CSWE to Department Chair

Student Achievements

- Social Work students have regularly received scholarships to participate in the National Child Abuse Conference sponsored by the National Children's Advocacy Center
- The Social Work Research class (SW 370) was involved in partnership with United Way of Northwest Alabama to conduct a community needs assessment study in a three county area which involved surveying service recipients and providers, business leaders, and the general public
- A recent BSW graduate joined the Peace Corps following graduation and spent two years in South Africa working with the AIDS population
- Students in SW 316 and SW 362 partnered with the State Health Insurance Program (SHIP) and NACOLG to administer the Medicare Prescription Drug Plan to senior citizens

- Students regularly participate in the Senior Ball that is held on campus in partnership with NACOLG
- Each semester, several graduates are accepted into MSW programs for graduate study

Grants and Other Funds Generated by the Department

The North Alabama Girls Group Home is a grant project funded by the Alabama Department of Youth Services. The program has been in operation for approximately nine years and has received three 100% ratings by its accrediting body, the American Association for Juvenile Justice. The project provides a ten bed residential program for adjudicated females between the ages of 12 and 18. The project has been an excellent example of the community partnership that exists between the Social Work Department and various community and state agencies. The project is evaluated quarterly by the grantor (DYS) to assess the program's overall effectiveness. The grant also allows opportunities for University students from a variety of disciplines to engage in service learning volunteerism, internship placements, and work study.

The Department has participated in two contracts with the Alabama State Department of Human Resources. In the first contract, faculty functioned as evaluators of applicants for administrative positions with this public welfare agency. In the second instance, the contract offered six social work seniors a \$2,000 stipend to do their field placement with DHR and accept available post graduation employment.

Other Awards and Distinctions

In addition to the Departmental achievements, other awards and distinctions include the following:

- Dr. Jack Sellers was awarded the Lifetime Achievement award by the Association of Social Work Baccalaureate Program Directors (BPD) for his leadership of the

Associations in Iowa, Wisconsin, and Missouri. Dr Hull is the Director of the Bachelor of Social Work program at University of Utah. Dr. Hull will be assisting the Department with Program Assessment and Accreditation.

Use of Outcomes Assessment Results: Scores on the BEAP will be examined systematically by the Department. If scores indicate weaknesses in one or more areas, the curriculum will be evaluated to determine if changes are in order to deal with the weaknesses. The alumni survey data will be examined by the Department to help us determine the extent to which we are meeting our missions of preparing students for professional social work practice. If data indicate that Program is not being successful in achieving both of these objectives, consideration will be given to program modifications, perhaps by instituting additional professional preparation for students for employment and in preparing for graduate professional school.

Faculty Development and Training: All full-time faculty attended the 25th Annual Conference of the Association of Baccalaureate Social Work Program Directors (BPD) on March 5 – 9th, 2008 at Destin, Florida. At the conference, faculty met with the Accreditation Specialist for the Council of Social Work Education and obtained information in preparation of the Department's self-study and accreditation process.

Dr. Joy Borah and Mrs. Jackie Winston participated in the CSWE Reaffirmation Training Workshop on

8. State the Vision and Plans for the Future of the Department

Vision Statement

The vision of the Department of Social Work is to train and nurture social work professionals who advocate for human well being and promote social and economic justice in a global society, emphasizing a commitment to the advancement of professional social work practice. The Department plans to continue to be a valuable resource in the community which is responsive to needs in the social services community.

In Five Years

- Achieve full reaffirmation in CSWE Accreditation Review
- Demonstrate achievement outcomes with BEAP scores above national norms
- Increase undergraduate enrollment in Social Work Major
- Hire new faculty member with research experience.
- Enhance department research agenda
- Enhance Infusion of global content in curriculum
- Enhance engagement and collaboration with service community
- Increase revenue through grants and contracts
- Demonstrate achievement outcomes with at least a 75% passing rate for students taking the social work licensure exam.
- Develop certificate programs in response to need for specific training in various social services agencies

While some of these activities can be accomplished with present resources, others such as procuring, licensure data, recruitment and marketing of the Department and, in the future, developing certificate programs will require additional state resources.

9. Program Overview

Brief Overview of Social Work Department

The Social Work Department endeavors to prepare students at the baccalaureate level for beginning social work practice with individuals, families, groups and organizations in diverse communities. The Social Work Program provides content to enable students to effectively assess and address the needs of the institution's service area and broader regions and to promote social and economic justice. Much like the University at large, the transmission of the social work knowledge base is accomplished through teaching, research, and community service.

Mission Statement

The mission of the Social Work Department is to provide a learning context and an academically challenging curriculum that enables students to integrate and apply the knowledge, skills, and values of the social work profession in preparing to become competent baccalaureate social work practitioners in a variety of settings and with diverse client systems of various sizes.

The stated mission of the University of North Alabama is to share the discovery, preservation, and transmission of knowledge through teaching, research, and public service. Within this broad statement, the University recognizes an obligation of service to the people and the needs of the state and region. With this in mind, the Social Work Department is a strong manifestation of the institution's mission. The social work profession's commitment to the enhancement of human well-being and promotion of social and economic justice is in harmony with the institutional mission and purpose of the University.

Social Work Department Goals and Objectives

The following **goals** under gird the Program's academic objectives:

- To offer a broad base of liberal arts studies and prescribed supporting courses as well as the professional foundation content that includes the knowledge, values, and skills necessary for preparation for generalist practice with diverse populations at all system levels (individuals, families, groups, organizations and communities)
- To support, uphold, and promote professional competence which will incorporate the knowledge, skills, values, and ethics of the social work profession
- To create an intellectual environment that fosters critical and independent thinking through the planning, development, and implementation of social policies, services, resources, and programs that address basic human needs
- To provide experiential learning opportunities to facilitate students' abilities to enhance the quality of life, and to support and promote social and economic justice to the region's culturally diverse populations

- To provide students with content about social context and the changing nature of these contexts encountered in social work practice, organizational behavior and culture, and the dynamics of the change process
- To support a commitment to professional development and personal growth which may include social work licensure, graduate social work education, continuing education, and additional professional certifications

The Social Work Department has identified the following **objectives** that reflect the goals relative to teaching, research, and public service.

- Demonstrate analytical skills for independent and critical thinking within the context of social work generalist practice
- Recognize and understand the value of diversity in human behavior and development while practicing within the framework of professional social work ethics and values
- Demonstrate a commitment to their own professional growth and the professional use of self to work effectively with diverse populations and social systems, i.e. individuals, families, groups, communities and organizations
- Enhance awareness concerning the overt and covert mechanisms of oppression and discrimination that serve/function as barriers to true economic and social justice
- Demonstrate the global historical origins of the social work profession and the relationship to contemporary social issues and institutional structures
- Demonstrate the professional social work knowledge base and skills required to effectively practice with formal and informal systems
- Demonstrate through the use of theoretical frameworks, the impact of bio-psycho-social and economic factors that affect the functioning of individuals, families, groups, communities and organizations
- Analyze and evaluate how social policies impact systems which include clients, workers and organizations
- Evaluate research studies and apply findings to practice, and evaluate practice interventions and those of other relevant systems under supervision
- Use communication skills appropriately with diverse client populations, and other community groups
- Demonstrate how to effectively utilize supervision

- Demonstrate how to function effectively within organizational structures and social service systems and facilitate change when necessary

Assessment of Program Goals, Objectives, and Student Learning Outcomes

The purpose of outcome assessment is to provide quality assurance in educational programs by measuring the effect of a program against its goals. The Department of Social Work uses a variety of outcome measures and measurement methods to determine its success in achieving its desired objectives/student learning outcomes. Further discussion of assessment is presented in section 10 of this document. The matrix on the following pages indicates which social work courses address each of the desired student learning outcomes.

Matrix Addressing Student Learning Outcomes

Student Learning Outcome (SLO)	SW 230	SW 305	SW 315	SW 316	SW 324	SW 360	SW 361	SW 362	SW 370	SW 432	SW 433
1. Demonstrate Analytical Skills for Critical Thinking	X	X	X	X	X	X	X	X	X	X	X
2. Understand the Value of Diversity	X	X	X	X	X	X	X	X	X	X	X
3. Demonstrate Self-Awareness	X	X	X	X	X	X	X	X	X	X	X
4. Enhance Awareness of Social and Economical Justice		X	X	X	X	X	X	X	X	X	X
5. Knowledge of Global Historical Origins of the Social Work Profession	X	X				X		X		X	X
6. Demonstrate Social Work Knowledge and Skills With Systems	X	X	X	X	X	X	X	X	X	X	X
7. Understand Bio-psychosocial and Economic Factors			X	X	X	X	X	X		X	X
8. Analyze and Evaluate the Impact of Social Policies	X	X			X			X	X	X	X
9. Evaluate Research Methods and their Application to Practice		X					X	X	X	X	X
10. Effectively Use Communication Skills	X		X	X		X	X	X		X	X
11. Effectively Utilize Supervision			X			X	X	X		X	X
12. Effectively Function Within Organizational Structures and Systems		X	X	X	X	X	X	X	X	X	X

Governance

The Social Work Department has an established governance and administrative structure ensuring its authority and responsibility for decision making with respect to goal setting, program planning, and achieving specified goals. Regular review of program goals, outcomes, and their relationship to the University's goals is completed by the faculty.

Additionally, social work faculty participate in the governance of the University in a variety of ways, including representation on the College of Arts and Sciences Curriculum Committee, Readmissions Committee, Research and Grants Committee, Faculty Senate, College Council, Multicultural Affairs Committee, and other appointments as requested by the Shared Governance Committee and approved by the President.

University policies apply to Social Work Department curriculum matters when new courses are created, courses are eliminated, or the curriculum is significantly modified. Those activities must be approved through the College of Arts and Science Curriculum Committee chaired by the Dean of Arts and Sciences and the University Curriculum Committee. Faculty meetings are utilized to discuss and recommend proposals for program planning, specifically related to faculty/student projects, student involvement, and program development. The faculty meet regularly to discuss course offerings, course changes, textbook changes, and other matter related to curriculum when planning the year's schedule. The Department Chair and Field Director meet regularly to discuss matters pertinent to Field Instruction and its integration of curriculum content to field experiences.

Planning course schedules one year in advance gives the faculty opportunities to make such decisions together. The Department Chair sets the final schedule with opportunities for input from the faculty. The Department's experience has been in matters of curriculum development, budget reviews, community involvement, course scheduling and special requests from faculty and staff, the administration has been supportive of the BSW Program's request for autonomy at the departmental level.

The Social Work Department has its own budget and provides input regarding annual budgetary needs by submitting information via the Department Chair to the Dean of the College of Arts and Sciences. Recommended budgets are then sent to the Vice President of Academic Affairs (VPAA) for consideration by the University Budget Committee and the Executive Council. During the period of the joint Department of Social Work and Criminal Justice, the budgets for the Social Work Program and for the Criminal Justice Program were distinctly separate. Each Program budget specified faculty and staff salaries and benefits, supplies, travel, telephone, postage, and any other miscellaneous expenditures. The Department Chair maintained oversight of both budgets with some consultation from faculty from each respective program.

When available, the University provides additional monies for equipment, faculty development and research projects upon application. These monies are used to supplement and enhance existing allocations. When additional funds are needed by the Department in areas not sufficiently allocated, the Department Chair makes this request to the Dean who reviews it, makes a recommendation, and forwards it on to the Vice President of Academic Affairs and Provost for action.

The faculty in the Department of Social Work maintain primary responsibility for course development, changes in existing courses, overall program development and needed modifications. All proposals concerning program curriculum are reviewed by the Department, the College of Arts and Sciences Curriculum Committee (composed of all Department chairs), and the University Curriculum Committee.

Annual opportunities to revise the yearly published UNA Catalog provide an appropriate time for faculty to discuss course modifications, curriculum changes, description of the program and other issues concerning the social work curriculum. The close proximity of the faculty offices offers opportunities for faculty to discuss curriculum issues and make changes easily on both an informal and formal basis.

Independent study courses are approved for selected students who are pursuing individual service learning projects under the supervision of a Social Work faculty member. This experience provides an opportunity for students to become more aware of community needs on a more personal level. The existence of independent study courses is the result of ongoing evaluation of student learning needs and developing opportunities for meeting these needs within the social work curriculum.

The faculty are involved in the policy making process for faculty policies as they have the opportunity to react to drafts of new policies and revised policies. Tenured faculty comprises the Department's Promotion Committee. Tenured program faculty and the Chair have decision-making input into hiring, retention or termination, gate keeping issues and tenure of program personnel. The tenured faculty have the responsibility of evaluating non-tenured faculty and staff and making recommendations to the Department Chair who in turn makes a recommendation to the administration regarding their employment status on an annual basis. The University also supports a mentoring program for new faculty during the first year of their employment. Faculty members in their role of grant project coordinators actively participate in the recruiting, hiring, retention, and termination process of grant project personnel.

Within the Social Work Department, recruitment of new full and part-time faculty is a social work responsibility. Job descriptions are prepared, position advertisements written, and decisions regarding placement of advertisements are all made by the social work faculty in conjunction with the Dean of the College of Arts and Sciences and the Human Resources Department. The Chair is responsible for determining the composition of social work faculty search committees. The Chair is responsible for the evaluation of social work faculty and provides input to the Dean of the College and to the Vice President of Academic Affairs and Provost when social work faculty are reviewed for promotion, tenure, or retention. The teaching assignments of the social work faculty are the responsibility of the Department Chair consistent with the policies of the University.

Admissions Requirements, Procedures, and Policies

Admission and academic policies are published in the University Catalog and in the Social Work Department Student Handbook. The Social Work Department clearly articulates and implements specific criteria and processes for student admission into the BSW Program. The Social Work Faculty is responsible for implementing and monitoring Program admissions criteria for the students that meet University admissions standards and who subsequently choose social work as their major. Because each member of the Social Work Faculty is a professional social worker possessing significant practice

experience and knowledge of the attributes, aptitudes, and competencies needed by social work practitioners, the admissions component of the Program is administered effectively.

Because admission to the University is a prerequisite for admission to the Social Work Program, it is important to understand procedures and policies pertinent in both areas. Specific policies which regulate admission to the institution are stated in the “Admission to the University” and the “Academic Procedures and Requirements” sections of the University Catalog. Each student receives a copy of the Catalog for the academic year in which they enroll at the University; each Catalog is in effect for seven years. Students are advised to keep up with the Catalog throughout their enrollment, as it specifies

requirements inherent in becoming a professional social worker, Application for formal admittance or matriculation into the Program is made during enrollment in SW 316 Human Behavior and the Social Environment II.

Candidacy or eligibility for matriculation includes the following components:

- Minimum 2.66 GPA in 3 courses specified above (SW 230, SW 305, SW 315)
- Minimum overall 2.00 GPA (includes all coursework attempted at UNA)
- Satisfactory standing re: quality points (no deficiency in quality points)

Steps in completing the matriculation application process are:

- Submission of BSW Matriculation Application during enrollment in SW 316 Human Behavior and the Social Environment II
- Submission of two letters of reference from persons other than peers or relatives; professional references preferred
- Completion of a Self-Description Paper addressing pertinent issues relating to social work as a career choice (a required component of coursework during enrollment in SW 315)
- Scheduling a required matriculation interview with a team of social work faculty members which does not include assigned faculty advisor

When assessing students for matriculation, the Faculty also considers nonacademic criteria. Evaluation of professional aptitude occurs during observations of individual functioning and interaction with others in the classroom, during personal contacts and advisement, impressions during the matriculation interview, and from other factors. Faculty assessment of professional aptitude includes, but is not limited to, the following areas:

- General aptitude for competent social work practice; personal attributes necessary for helping others and interest in the profession
- Commitment to professional social work practice values and ethics, including challenging personal values and enhancing self-awareness
- Commitment to personal and professional development in the classroom and through out-of-classroom service learning opportunities

In summary, the matriculation process involves the following steps:

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- The faculty interview is facilitated by questions on the Matriculation Screening Form. The Faculty confers, and then recommends one of the following actions: acceptance into the Program, provisional acceptance dependent upon specified actions, or denial of matriculation into the Program.
- Written notification is provided to the student regarding action taken by the Faculty, including steps necessary to correct deficiencies. In the event that matriculation into the Program is denied, students have the right to appeal the decision.

Following initial admission into the Social Work Program through the matriculation process, additional policies apply as the student progresses through the required coursework toward Field Instruction courses (SW 432 and SW 433) and the completion of the BSW degree. In order to enroll in Field Instruction, 2.66 GPA in all social work courses and 2.0 overall GPA standards must be achieved. The Program's established minimum grade requirement for every social work course is C or higher; a lower grade requires that the course be repeated.

Degree Requirements

Throughout the semesters, social work majors are required to keep regular advisement appointments with assigned faculty advisors. The Department has a clearly structured system that manages assignment to an advisor, and later assignment to the Director of Field Instruction at a particular point in preparation for admission into the Field Instruction courses. During these semesters, advisement is guided by the online University Degree Audit and the Social Work Program Worksheet/Checksheet which delineates course requirements to earn a BSW. Each student receives a paper copy of the Social Work Program Worksheet/Checksheet, and has access to the electronic version of their Degree Audit available through the UNAPortal system.

The relevant information from the Social Work Program/Checksheet is seen on the following pages of this document.

**UNA Requirements for the BSW Degree
Social Work Program Worksheet/Checksheet**

(All Required General Studies Coursework Must be Completed Prior to Enrolling in SW 305 and SW 315)

AREA 1 - LANGUAGE & LITERATURE - 6 HRS.	HOURS	GRADE	COMMENTS
ENGLISH 111 – 112 or	6		
ENGLISH 120 – 121			
AREA II – HUMANITIES & FINE ARTS – 12 HRS.			
ENGLISH 231 – 232 or	6		
ENGLISH 233 – 234			
COM 201	3		
AR 170 OR MU 222	3		
AREA III – NATURAL SCIENCES & MATH – 11 HRS.			
BIOLOGY 101 – 102 or	8		
BIOLOGY 111 – 112			
MA 110 or MA 112	3		
AREA IV – HISTORY, SOCIAL & BEHAVIORAL SCI – 15 HRS.			
HI 101 – 102 or	6		
HI 201 – 202			
PS 241	3		
PY 201	3		
SO 221	3		
AREA V – ADDITIONAL REQUIREMENTS – 23 HRS.			
PS 242	3		
SO 222	3		
CS 110, OR CS 120, or CIS 125	3		
PHL 201, 202, or 205	3		
EC 251	3		
MA 147	3		
Five hours from among any courses listed in Arts and Sciences Area V elective courses or any UNA elective course to bring total to 23 hours. (Refer to University Catalog for list of courses)	5		
TOTAL	67		

PRESCRIBED SUPPORTING COURSES	COURSE NO.	HOURS	GRADE	COMMENTS
INTERPERSONAL COMMUNICATION	COM 306	3		
CULTURAL ANTHROPOLOGY	SO 350	3		
<u>TOTAL</u>		6		

EXAMS	DATE COMPLETED
CAAP EXAM	

SOCIAL WORK REQUIREMENTS – 42 HOURS	COURSE NO.	HOURS	GRADE	COMMENTS
INTRODUCTION TO SOCIAL WORK	SW 230	3		
SOCIAL WELFARE: POLICIES & SERVICES	SW 305	3		
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT	SW 315	3		
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT II	SW 316	3		
DIVERSITY ISSUES IN SOCIAL WORK	SW 324	3		

Curriculum

The Social Work Department's curriculum is designed to prepare baccalaureate level professional social workers who are skilled, competent, ethical and effective as generalist practitioners committed to understanding and appreciating the unique aspect of diversity in all client systems, as well as promoting social and economic justice for populations at risk of potential oppression or discrimination. The Social Work Department's goals and educational objectives provide the framework for the curriculum that is a coherent and integrated whole. The educational plan of the Social Work Department gives careful consideration to the sequencing of the professional foundation courses. This is done to optimize the students' awareness and understanding of the analytical and methodological approach for building generalist practice knowledge. Core University requirements serve as a basis for the liberal arts perspective on which the Social Work curriculum is built. Students planning to major in social work must fulfill university requirements in completion of the Liberal Arts component. The sequencing of courses provides integration of the curriculum throughout the liberal arts courses, prescribed supporting courses, and the professional foundation courses.

SW 362 Methods of Social Work Practice III, The final course in the practice sequence integrates social work theory, practice methods, and professional skills as they relate to generalist practice in a mezzo-macro context, i.e., groups, organizations and community settings.

SW 370 Methods of Social Work Research is designed to familiarize students with a scientific, analytic approach to gaining knowledge, and the evaluation of practice and service delivery. Course content includes an exploration of quantitative and qualitative research methods employed in social work research. This course marks the completion of the curriculum sequence required for entry to Field Instruction.

SW 432 and SW 433 Field Instruction I & II

Community College Articulation

Direct Measures

- Measurement instruments that assess the extent to which students have achieved the required social work course objectives which are linked to the program objectives. Each of the twelve program objectives are linked to course objectives and systematically evaluated. Evaluative findings are used on an on-going basis to make program and curriculum changes. This is

faculty has the opportunity to assess a student's aptitude and academic preparation for the profession of social work. Students are asked for their feedback on the program's effectiveness.

- Students are required to compile a Field Instruction Integration Portfolio (FIIP) which is used to facilitate the integration of their social work knowledge, values and skills, acquired through out their social work academic training.
- Field Supervisor's Evaluation of the program is used to assess the overall preparation of students for professional practice. This evaluation is done at mid-term and at the end of the semester. Evaluative findings are used on an on-going basis to make program and curriculum changes.
- The Social Work Community Advisory Board meets quarterly. The Board functions as a formal mechanism of program evaluation to prepare students for practice effectiveness in the community.
- The Student Advisory Board meets each semester with the faculty. It functions as a formal mechanism in the department for feedback of strengths and program matters related to curriculum and student interest.

Table 1 - Student Learning Outcomes (SLO) Matrix

Illustrate the linkage of the twelve department objectives across the curriculum in each course which supports successful student learning outcomes. These objectives are measured systematically in each content area of the foundation curriculum.

Program SLO	SW 230	SW 305	SW 315	SW 316	SW 324	SW 360	SW 361	SW 362	SW 370	SW 432/433
1. <i>Demonstrate analytical skills for independent and critical thinking within the context of social work generalist practice.</i>	X	X	X	X	X	X	X	X	X	X
2. <i>Recognize and understand the value of diversity in human behavior and development while practicing within the framework of professional social work ethics and values.</i>	X	X	X	X	X	X	X	X	X	X
3. <i>Demonstrate a commitment to their own professional growth and the professional use of self to work effectively with diverse populations and social systems, i.e. individuals, families, groups, communities and organizations.</i>	X	X	X	X	X	X	X	X	X	X
4. <i>Enhance awareness concerning the overt and covert mechanisms of oppression and discrimination that serve/function as barriers to true economic and social justice.</i>	X	X	X	X	X	X	X	X		X
5. <i>Demonstrate the global historical origins of the social work profession and the relationship to contemporary social issues and institutional structures.</i>	X	X				X		X		X
6. <i>Demonstrate the professional social</i>										

Program SLO	SW 230	SW 305	SW 315	SW 316	SW 324	SW 360	SW 361	SW 362	SW 370	SW 432/433
<i>7. Demonstrate through the use of theoretical frameworks, the impact of bio-psycho-social and economic factors that affect the functioning of individuals, families, groups, communities and organizations.</i>	X	X	X	X	X	X	X	X		X
<i>8. Analyze and evaluate how social policies impact systems which include clients, workers and organizations.</i>	X	X	X			X	X	X	X	X

9. Evaluate research studies and apply findings to practice, and eTET35ET35()6ua41.9.8 45.96 ref350.8 563.94 .44 rf180
9.

Table 1a – Measurement of BSW Student Learning Outcomes by Course

The Department uses multiple measures of direct and indirect assessment to gather data about student learning, faculty teaching and program outcomes and to evaluate the attainment of specific student learning outcomes. In addition to assessing the extent to which program objectives are achieved, faculty use a variety of methods to assess individual student performance in each class over the course of the curriculum and give feedback on their performance. As illustrated in Matrix 1a, Student Learning is evaluated through class related pre-and post-tests, quizzes, examinations, presentations, papers, student projects (both in and out of the classroom), discussions, role plays, and field practicum evaluations.

	SW Courses	Department Student Learning Outcomes (SLOs)											
		1	2	3	4	5	6	7	8	9	10	11	12
1	SW 230	B	B, E, F	A, B, E	B, E	B, M	E, B	B, F	B, C		B, G	G	A, B, E
2	SW 305	A, B, C, D	A, B, D, K	A, D	A, B, C	A, B, K	A, B, C, D	A, B	A, B, C, D	I	D, J		
3	SW 315	B, E	A	A, J	B, F		A, B	A, B			A, B, G		
4	SW 316	A, B	A, B	B, F	F, J			A, B, C, D			D, G		
5	SW 324	A, B	A, B, C	H, N	A, B, C, D			A, B, C, D		I	C, D, N		
6	SW 360	A, B	B, G	J, K	B, G	J, K	B, O	A, B, C			A, G	A, B, G	A, B, C, G
7	SW 361	A, B	G	A, E, G	B	B, O	A, B	A, B, C, D	G, J, K		A, B, F, G	J, K	A, G, J, K
8	SW 362	A, B	B, F	A, B, J	F, G	B, F	B				F	F, D	
9	SW 370	A, G	B	C					A, B, C, D	I	A, D, G		
10	SW 432/433	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O

KEY:

A: Written Assignment

B: Exam

C: In-class small group activity

D: Oral Presentation

E: Class assignment

F: Service Learning Project

G: Class Discussion

H: Role Play

I: Research Project

J: Agency Visits

K: Home Visits

L: Weekly Log

M: Video Presentations

N: Pre and Post Tests

O: Interviewing

	1	2	3	4	5	6	7	8	9	10	N/A	Total
16. Effectiveness in providing Services to Individuals and Families						2	5	14	52	76	1	150
						1%	3%	9%	35%	51%	1%	100%
17. Effectiveness in Providing Services to Small groups						2	9	28	42	59	10	150
						1%	6%	19%	28%	39%	7%	100%
18. Effectiveness in Providing Services at the Community Level						2	2	20	52	62	12	150
						1%	1%	13%	35%	42%	8%	100%
19. Use of Supervision						1	7	9	29	103	1	150
						1%	5%	6%	19%	68%	1%	100%
20. Development of a Professional Self-Awareness, including the need for continued Professional Growth						2	2	7	37	101	1	150
						1%	1%	5%	25%	67%	1%	100%
Total					2	34	91	291	866	1665	51	3000

Table 2 summarizes Field Supervisors' complete comprehensive evaluations of each student's overall field placement performance compiled from Fall 2002 through Spring 2007. For each field placement student, the 20 evaluative factors are graded and summed with the total score providing the final field evaluation. The grading scale is as follows:

- A= 170-200
- B=130-169
- C=90-129
- D=50-89
- F=49 and below

The Field Placement Evaluation instrument serves as an independent assessment tool that provides an opportunity for agency supervisors to determine the extent to which students have been successful in attaining the Department's objectives. The evaluations are reviewed by the Director of Field Instruction and made available to other program faculty. Areas of improvement, if any, are addressed with the field faculty liaison and other Department faculty.

As illustrated above, students in the Social Work Department over a five year period are rated in the 9 or 10 category in each area of professional foundation skills for professional social work education 80% of the time. Students are consistently perform well during field placement as evaluated by Field Supervisors which supports they are demonstrating acquisition, integration, and utilization of core

TABLE 3 – Knowledge Preparation for BSW Generalist Practice

(Rating Scale)						
KNOWLEDGE	1	2	3	4	5	6

Table 3.1 – Respondents Attitudes Toward BSW Preparation

This table reflects the cumulative percentages of respondents who felt they were adequately to excellently prepared in understanding and being able to work competently in each of these areas:

Table 3.1	
Conceptual Areas	Cumulative Percentage
Orientation to the social work profession	96%
History of social work profession	94%
Person in environment perspective	96%
Systems theory perspective	94%
Generalist practice in social work education	98%
Knowledge of bio-psychosocial theories	96%
Understanding of human diversity issues	94%
Awareness of issues of discrimination	94%
Ability to read and apply research findings	98%
Knowledge of social policy	90%
Application of computer technology	86%
Knowledge of group process & leadership	90%
Knowledge of community development	95%
Knowledge of organizational theories	94%
Understanding of the problem solving process	98%

workers employed by the agency. The second question referred to how many social workers with a BSW degree from UNA were employed by the agency. The third question asked the number of years the respondent had supervised social workers and was designed to determine whether the respondent was qualified to evaluate social workers effectively (see following page for Tables A, A.1 and A.2)

Table 4A
Frequency Distribution of Number of Social Workers
Employed By Agencies Surveyed

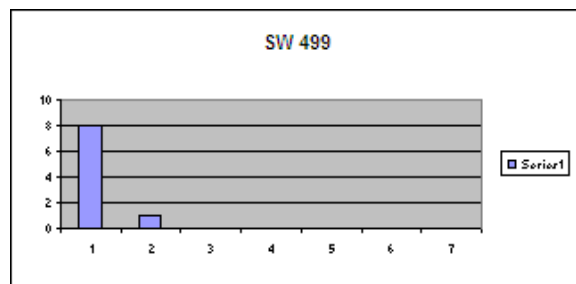
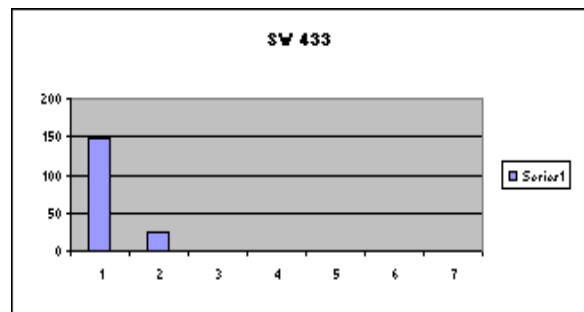
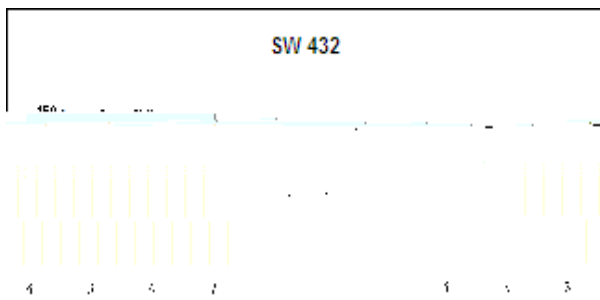
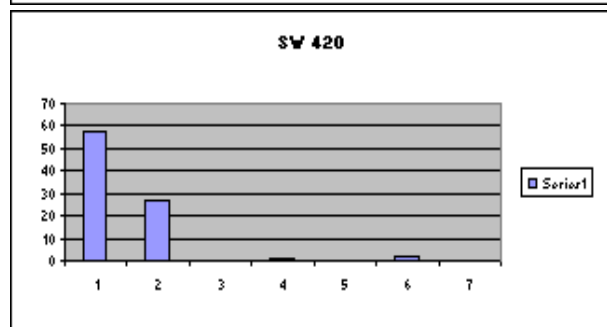
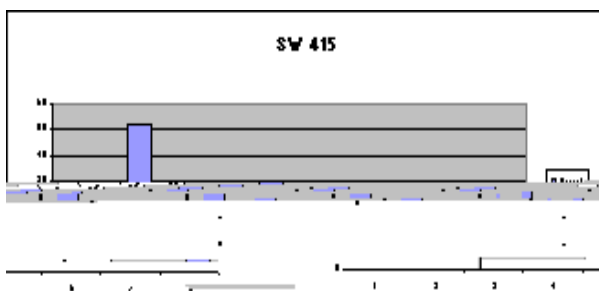
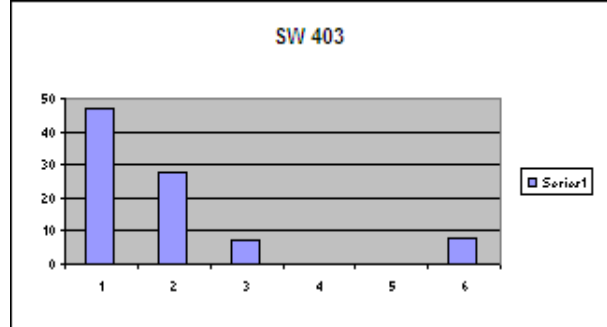
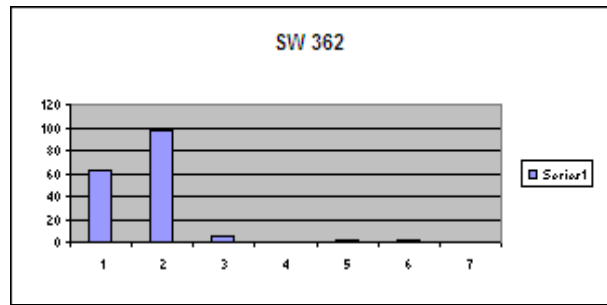
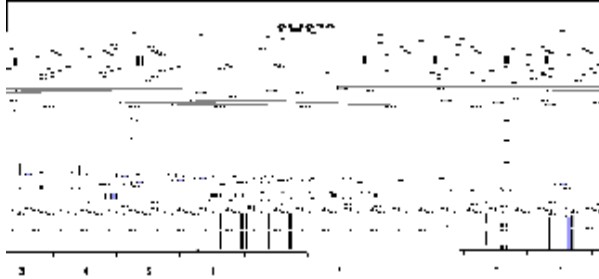
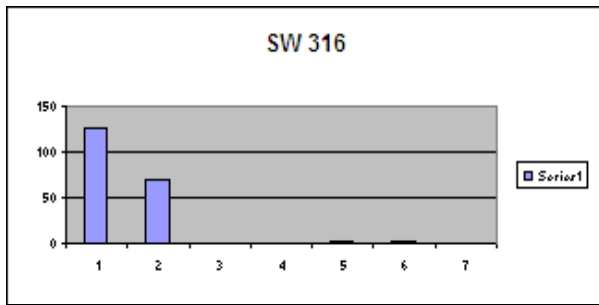
Number Employed	Frequency	Percent
0 – 2	17	40.5%
3 – 5	9	21.4%
6 – 8	5	11.9%
9 or More	11	26.2%
Totals	42	100%

Grade Distribution Patterns

The Department's Grade distribution for 2002 – 2007 reflects its commitment to equipping students for professional generalist social work practice predicated on a curriculum that builds competencies in essential social work education foundational areas. Students' grading patterns demonstrate they are successfully integrating the knowledge, skills, and values of the social work profession. This grading pattern is consistent with the previously stated independent ratings given at Field Placement and post graduation by employers.

Grade Distribution Pattern by Course 2002 – 2007

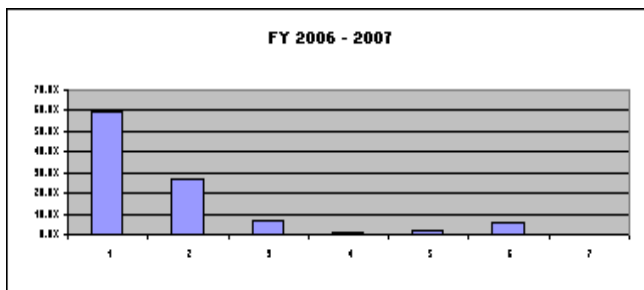
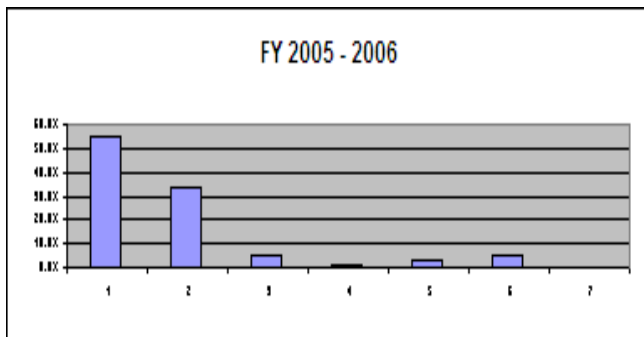
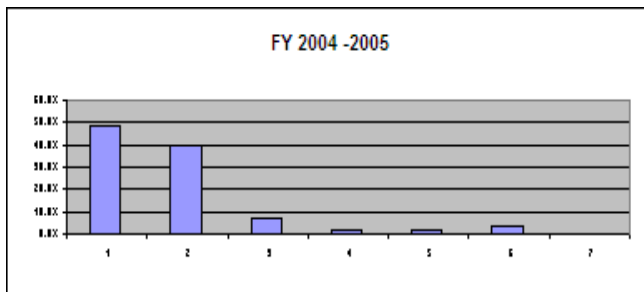
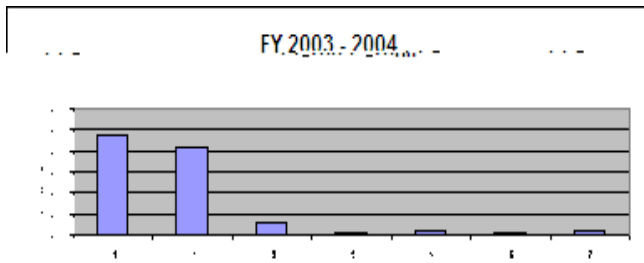
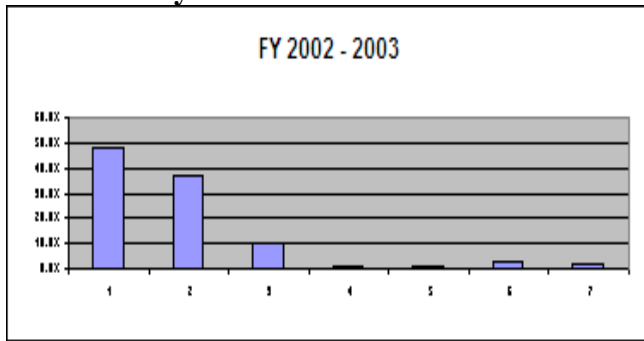
Grades	SWA 101	SW 230	SW 305	SW 315	SW 316	SW 324	SW 360	SW 361	SW 362	SW 370	SW 403	SW 415	SW 420	SW 432	SW 433	SW 499
A	0	196	74	93	126	21	87	114	62	132	47	23	58	137	149	8
B	1	138	102	87	70	86	56	45	97	31	28	52	27	48	26	1
C	4	69	16	13	1	58	24	9	6	0	7	4	0	0	0	0
D	0	4	4	4	0	2	1	0	0	0	0	0	1	0	0	0
F	0	17	17	4	2	2	1	1	1	0	0	0	0	0	0	0
W	0	32	32	15	2	3	5	0	2	2	8	3	2	0	0	0
WP	5	9	5	0	0	0	0	0	0	0	0	0	0	0	0	0



Grade Distribution by Fiscal Year 2002 – 2007

FY 2002- 2003	A	B	C	D	F	W	WP
	53%	33%	9%	1%	1%	1%	2%
	37%	44%	14%	1%	1%	2%	1%
	54%	34%	7%			4%	
	48%	37%	10%	1%	1%	2.3%	1.5%
FY 2003- 2004	A	B	C	D	F	W	WP
	46%	40%	10%	1%		1%	2%
	57%	31%	5%	1%	2%	2%	2%
	40%	54%	1%	1%		1%	3%
	47.7%	41.7%	5.3%	1%	2%	1.3%	2.3%
FY 2004 - 2005	A	B	C	D	F	W	WP
	51%	38%	6%	1%		4%	
	52%	28%	11%	2%	2%	5%	
	42%	52%	4%			2%	
	48.3%	39.3%	7%	1.5%	2%	3.7%	
FY 2005 - 2006	A	B	C	D	F	W	WP
	53%	37%	4%	1%	1%	4%	
	58%	28%	7%	1%	6%		
	54%	37%	3%		6%		
	55%	34%	4.7%	1%	3.5%	5%	
FY 2006 - 2007	A	B	C	D	F	W	WP
	56%	30%	7%		2%	5%	
	53%	25%	10%	1%	2%	9%	
	70%	25%	2%			3%	
	59.7%	26.7%	6.3%	1%	2%	5.7%	

Grade Distribution by Fiscal Year 2002 – 2007



The Department plans to create an Assessment Committee with a faculty member as Chair to monitor the Department's assessment procedures, work with the Office of Research and Institutional Effectiveness and integrate the various assessment findings into an agenda for action.

Regarding licensure, the entire social work curriculum prepares students for the licensure exam. A plan to get reports from the Alabama State Board of Social Work Examiners on the number of our graduates who take the social work licensing examination, the number who pass the examination and national averages for comparison purposes is under consideration by faculty.

The Department plans to start a Social Work Alumni Association as a way to obtain feedback about the program, celebrate alumni achievements, and as an active avenue for networking for past and current students.

In summary, the Department of Social Work is in the process of reviewing a system of assessment procedures to evaluate stated goals, objectives and student learning outcomes to achieve program effectiveness. While some of these activities are within the control of the program, some activities such as procuring licensure data, recruitment, marketing and developing certificate programs will require additional resources from University administration.